

**CCSS English/Language Arts Standards  
Reading: Foundational Skills  
Third Grade**

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Phonics and Word Recognition</b>					
CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
CCSS.ELA-Literacy.RF.3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.					
CCSS.ELA-Literacy.RF.3.3.B Decode words with common Latin suffixes.					
CCSS.ELA-Literacy.RF.3.3.C Decode multisyllable words.					
CCSS.ELA-Literacy.RF.3.3.D Read grade-appropriate irregularly spelled words.					
<b>Fluency</b>					
CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.					
CCSS.ELA-Literacy.RF.3.4.A Read grade-level text with purpose and understanding.					
CCSS.ELA-Literacy.RF.3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					
CCSS.ELA-Literacy.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

**CCSS English/Language Arts Standards**  
**Reading: Literature**  
**Third Grade**

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Key Ideas and Details</b>					
CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					
CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events					
<b>Craft and Structure</b>					
CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.					
CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.					
CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.					

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Integration of Knowledge and Ideas</b>					
<p><b>CCSS.ELA-LITERACY.RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>					
<p><b>CCSS.ELA-LITERACY.RL.3.8</b> (not applicable to literature)</p>					
<p><b>CCSS.ELA-LITERACY.RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>					
<b>Range of Reading and Level of Text Complexity</b>					
<p><b>CCSS.ELA-LITERACY.RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>					

**CCSS English/Language Arts Standards  
Reading: Informational Text  
Third Grade**

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Key Ideas and Details</b>					
CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.					
CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.					
CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.					
<b>Craft and Structure</b>					
CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					
CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.					
CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.					
<b>Integration of Knowledge and Ideas</b>					
CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).					
CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).					
CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.					
<b>Range of Reading and Level of Text Complexity</b>					
CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.					

## CCSS English/Language Arts Standards

### Writing Third Grade

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Text Types and Purposes</b>					
CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.					
CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.					
CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.					
CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.					
CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.					
CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.					
CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details.					
CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.					
CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.					
CCSS.ELA-LITERACY.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.					
CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.					
CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.					
CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.					

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Production and Distribution of Writing</b>					
<p><b>CCSS.ELA-LITERACY.W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>					
<p><b>CCSS.ELA-LITERACY.W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>					
<p><b>CCSS.ELA-LITERACY.W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>					
<b>Research to Build and Present Knowledge</b>					
<p><b>CCSS.ELA-LITERACY.W.3.7</b> Conduct short research projects that build knowledge about a topic.</p>					
<p><b>CCSS.ELA-LITERACY.W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>					
<p><b>CCSS.ELA-LITERACY.W.3.9</b> (begins in grade 4)</p>					
<b>Range of Writing</b>					
<p><b>CCSS.ELA-LITERACY.W.3.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					

**CCSS English/Language Arts Standards  
Speaking & Listening  
Third Grade**

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Comprehension and Collaboration</b>					
<b>CCSS.ELA-LITERACY.SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.					
<b>CCSS.ELA-LITERACY.SL.3.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					
<b>CCSS.ELA-LITERACY.SL.3.1.B</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).					
<b>CCSS.ELA-LITERACY.SL.3.1.C</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.					
<b>CCSS.ELA-LITERACY.SL.3.1.D</b> Explain their own ideas and understanding in light of the discussion.					
<b>CCSS.ELA-LITERACY.SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.					
<b>CCSS.ELA-LITERACY.SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.					

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Presentation of Knowledge and Ideas</b>					
<p><b>CCSS.ELA-LITERACY.SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>					
<p><b>CCSS.ELA-LITERACY.SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>					
<p><b>CCSS.ELA-LITERACY.SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>					



**CCSS English/Language Arts Standards  
Language  
Third Grade**

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Conventions of Standard English</b>					
CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.					
CCSS.ELA-LITERACY.L.3.1.B Form and use regular and irregular plural nouns.					
CCSS.ELA-LITERACY.L.3.1.C Use abstract nouns (e.g., childhood).					
CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.					
CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.					
CCSS.ELA-LITERACY.L.3.1.F Ensure subject-verb and pronoun-antecedent agreement.					
CCSS.ELA-LITERACY.L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.					
CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.					
CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.					

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Conventions of Standard English (continued)</b>					
CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
CCSS.ELA-LITERACY.L.3.2.A Capitalize appropriate words in titles.					
CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.					
CCSS.ELA-LITERACY.L.3.2.C Use commas and quotation marks in dialogue.					
1CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.					
1CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).					
1CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.					
1CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.					
<b>Knowledge of Language</b>					
CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.					
CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.					
CCSS.ELA-LITERACY.L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.					

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date Re-Assessed
<b>Vocabulary Acquisition and Use</b>					
<p><b>CCSS.ELA-LITERACY.L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>					
<p><b>CCSS.ELA-LITERACY.L.3.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>					
<p><b>CCSS.ELA-LITERACY.L.3.4.B</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>					
<p><b>CCSS.ELA-LITERACY.L.3.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>					
<p><b>CCSS.ELA-LITERACY.L.3.4.D</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>					
<p><b>CCSS.ELA-LITERACY.L.3.5</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>					
<p><b>CCSS.ELA-LITERACY.L.3.5.A</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>					
<p><b>CCSS.ELA-LITERACY.L.3.5.B</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>					
<p><b>CCSS.ELA-LITERACY.L.3.5.C</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>					
<p><b>CCSS.ELA-LITERACY.L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>					